

# THE MIDDLE GROUND

The BEST STUFF is always found in the MIDDLE!

January/February 2020

Cramer Junior High School  
Counseling Dept. Newsletter

## ANXIOUS KIDS

Everyone feels anxious from time to time, and that is okay. But helping kids overcome fears can help them build confidence and cope with future challenges.



Feeling worry, nervous, or unease, usually about a coming event or something with an uncertain outcome. Anxiety is a temporary and normal response to a stressful situation. It is okay for kids to feel worried or fearful about something, but they need support to understand what they are feeling and how to handle it appropriately. Feeling anxious about a test, going to a party or presenting to a group are all typical types of anxiety. Typical because many people have them and they can make us feel uncomfortable. Working through the feelings is a challenge, but not impossible and something we can practice and learn to do.

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## RESPONSIBILITY

### Help your middle schooler build a true sense of responsibility

Boost your middle schooler's sense of responsibility and you'll help him in the classroom and in life. To nurture his sense of responsibility:

- **Help your child manage money.** If he does not get an allowance, consider giving him one. By letting him manage money (and not spotting him a few dollars each time he runs low), he may develop more respect for it.
- **Include your child** when you're paying bills or working on your budget. Don't share every financial detail, but let him see what budgeting looks like. Stress needs vs. wants. "I'd

love to order pizza tonight, but it'll have to wait. It's not in our budget this week."

- Revamp his chore list. Are you still packing your child's lunch? How about doing his laundry? If so, pass the torch. Don't overload him with hours of new tasks, but work toward giving him meaningful responsibilities.
- Let your child experience consequences. When your child makes a mistake, don't swoop in to save him (unless he's in true danger). If you're always running to his rescue, he'll never learn from his mistakes. This will also promote self advocacy and conflict resolution skills which will serve him well in school and his future.

### DATES TO REMEMBER...

**Jan 20<sup>th</sup>** Semester 2/Mk Prd 3

**Jan 30<sup>th</sup>** 7<sup>th</sup> grade PE Tubing at Snow Snake

**Feb 5<sup>th</sup>** ½ day 12:00 release

**Feb 17<sup>th</sup>** 7/8 NEW Rotator #4

**Feb 21<sup>st</sup>** ½ day 12:00 release

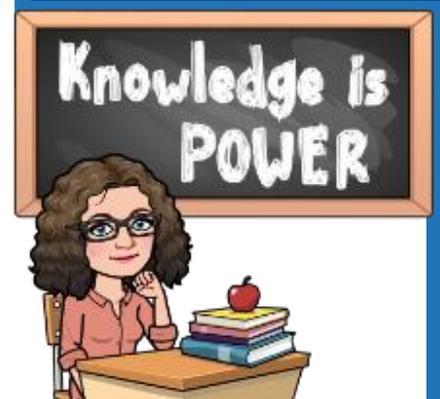
**Mar 4<sup>th</sup>** 5<sup>th</sup> Trimester 3  
6<sup>th</sup> NEW Rotator #3

**Mar 27<sup>th</sup>** End of Mk Prd 3

**Mar 30-April 3** Spring Break

**April 6<sup>th</sup>** Return to school  
Mk Prd 4 begins

**After School TUTORING** is offered M-Th of every week.  
Mon & Wed (30 min) 3:20-3:50  
Tues & Thurs (1 hr) 3:20-4:20  
Students should report to room 202 with their work.



**Mrs. Karen Muma**  
School Counselor

[mumak@e-hps.net](mailto:mumak@e-hps.net)

989-894-9740 ext#2334

# Xello

**The Michigan Career Development Model** (MI CDM) is designed to provide all students (K-12) in the Michigan educational system with the necessary knowledge and skills for success in a career of their choice and lifelong learning. During the early grade levels students become familiar with careers through learning that connects classroom instruction to future work. Students in grades 7 and 8 explore and investigate Michigan's 17 Career Clusters (as seen in the 16 cluster graphic below with the addition of Energy) to discover which pathway and careers best align with their interests. Through embedded classroom lessons and activities, students start to develop an Educational Development Plan (EDP) and a Talent Portfolio.

Cramer students in grades 6-8 now have access to Xello (formally Career Cruising), an online exploration and post high school planning program that helps your child discover the future pathway that's right for them. Since it is online, students and parents can access it from school and from home.

In today's changing world, students need the critical thinking and decision making skills to manage their futures for the long-term. Each student builds critical self-knowledge and learns about future possibilities to build a personalized plan for their future success. Xello uses an investigative, discovery-based learning process with four key components:



**Build Self-Knowledge**

Students define their interests, skills, preferences and aspirations so they can explore opportunities right for them.



**Explore Options**

Students learn about career possibilities and educational pathways by exploring high engaging content and lessons.



**Create a Plan**

Students create dynamic actionable plans that outline the steps needed to achieve school, career and life goals.



**Learn & Reassess**

As students gain experience, knowledge and skills they can reassess and change their plans for the future.

7<sup>th</sup> grade students complete Xello lessons as part of the Career class. 6<sup>th</sup> and 8<sup>th</sup> grade students explore Xello with the school counselor during Academic Success. As students build their Xello profile, they can share it with parents for feedback and encouragement.

	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
	Careers in designing, planning, managing, building and maintaining the built environment.
	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
	Planning, managing and providing education and training services, and related learning support services.
	Planning, services for financial and investment planning, banking, insurance, and business financial management.
	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.
	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
	Preparing individuals for employment in career pathways that relate to families and human needs.
	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
	Planning, managing, and performing marketing activities to reach organizational objectives.
	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

## ANXIOUS KIDS *continued from page 1*

Kids worry about specific things. They may ask “What if?” questions, like “What if I fail the test? Will I have to repeat the grade?” or “What if no one talks to me at the party or I say something dumb or freeze?” Their anxious feelings may make them hesitate to take risks. They may avoid asking a teacher for help, or decide they want to stay at home and not go to the party. With a bit of reassurance these episodes tend to pass quickly and don't cause significant distress or lead to meltdowns. In addition, as kids push through and conquer these challenges it will boost their confidence and be a building block for the next anxious moment.

It is important to take your child's fears seriously, and express confidence in your child's ability to manage them. Don't just let them off the hook. This enables them to make excuses and talk themselves out of future challenges. Avoiding feelings and fears can make them bigger, badder and scarier. It is stressful to watch your child be so afraid or anxious. It can make you feel like you're not doing enough. Sometimes it feels easier to ignore or avoid the situation. But hiding from fears and helping your child avoid feeling anxious reinforces the scary thoughts or worry. It also suggests to kids that they can't get over it. Remind your child of their past successes and strategies that worked in those situations. Brainstorm new strategies and practice them together.

If you see signs of anxiety that don't go away, it is important to talk to your child's health-care provider. It is okay and healthy to seek help from professionals to teach your child coping strategies.

# TEXT 2-1-1

## GET CONNECTED. GET ANSWERS.

FOOD | HOUSING | UTILITIES | EMERGENCY SHELTER  
CLOTHING | LEGAL AID | LITERACY | TRANSPORTATION  
SUBSTANCE ABUSE | CHILD CARE | SENIOR ISSUES  
DISABILITY INFORMATION | MENTAL HEALTH | HEALTH CARE  
VOLUNTEER OPPORTUNITIES

TXT211  
(898211)



**TEXT**

Text your zip code  
to TXT 211

Introducing two-way texting! Now we are better connected than ever. TEXT us your questions. Call Specialists will answer your texts 24/7!

Or Dial 2-1-1. E-mail and chat available at:  
[www.211nemichigan.org](http://www.211nemichigan.org)



1. Respect and validate your child's feelings! Anxiety is a real emotion and not pleasant.
2. Teach your child deep, slow, belly breathing. This is an easy and very portable skill for self-soothing and calming.
3. Listen to your child and ask “Tell me what you are thinking?” This will help to reveal scary thoughts and scenes that build up in your child's mind.
4. Rather than swooping to reassure, ask your child “How likely is (that thing you're afraid of) to happen?” You'll be teaching him to challenge his anxious thinking.
5. Prompt your child with “Tell me some things you can do to handle this situation” and help her to brainstorm, rather than just giving her solutions. She'll feel empowered.
6. Give up the idea of “mental health days” “skip days” “sleep with mom nights” or other ways of avoiding feared situations. This just makes the anxiety stick more firmly and lead to further avoidance.
7. Encourage your child's attempts to be brave, no matter how small they may seem to you. Use labeled praise such as “I'm so proud of you for sleeping in your own bed last night!”
8. Work with your child to outline small steps leading to a bigger goal.
9. Create opportunities for your child to practice being brave and coping, and then high-five his/her efforts!
10. Recognize when you are anxious and say aloud what you can do to calm down and solve the situation. You'll be modeling coping for your child, but be mindful and don't overshare your anxiety!

# POSITIVE DISCIPLINE

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# PUNISHMENT

## Questions To Ask Your Kids After School Instead Of "How Was Your Day?"

- What made you smile today?
- Can you tell me an example of kindness you saw/showed today?
- What did you do that was creative?
- Who did you sit with at lunch?
- Tell me something you know today that you didn't know yesterday.
- Did you like your lunch? What did you have?
- What was the hardest rule to follow today?
- If you could change one thing about your day, what would it be? Why?
- What made your teacher smile? What made him/her frown?
- If you could switch seats with anyone in class, who would it be? Why?
- What kind of person were you today?
- What is something you heard that surprised you?
- What is something that challenged you?
- Rate your day on a scale of 1-10.
- Did anyone get in trouble today?
- What questions did you ask at school today?
- What are you looking forward to tomorrow?
- What made you feel proud?

Reassures your child that they will always be loved, even when they make mistakes or poor choices.

Helps kids learn by teaching how to make good choices and what the results/consequences of their behaviors are.

The focus is on how the child is in control of his or her behavior. They control the outcome of their decisions.

Encourages good behavior. Focuses on feelings and problem solving together as a team to foster parent-child connection.

Emphasizes that a child is being "bad", rather focusing on the behavior. This makes children feel like your love is conditional and misbehavior will likely continue.

Relies on threats and fear to get kids to comply and "learn their lesson".

The focus is on the parent using tactics to control their child's behavior. It is a "do it or else...." model.

Points out negative behavior. Fosters dishonesty (to avoid negative consequences), rebellion, and disconnection between parent-child.

www.beenke.com

### ON-LINE RESOURCE FOR PARENTS

[www.verywellfamily.com/tweens](http://www.verywellfamily.com/tweens) From puberty to dating, tween years can be hard for both tweens and their parents. Learn how to support your son or daughter during this challenging stage.

#### Current Needs:

- Boys gloves and hats
- Boys/Girls Y12-adult underwear & socks-NEW
- Adult Girls M-L leggings, pants, athletic pants...
- Personal Care products

Donations of new and clean, gently used clothing, outerwear, footwear, etc. may be brought to the Cramer JH office.

